**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

Request for Iowa Four-Year College/University Performance Assessment System Funds

College/University name: __Waldorf College
Program Contact Person:
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Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:
The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Dr. Daniel Hanson   Academic Dean, Waldorf College
Typed or Printed Name of Authorized Official   Title

_____   _____
Signature of Authorized Official   Date

Please submit both electronically and hard copy to Barry Wilson, TQE Assessment Team Leader, Dept. of Ed. Psych. & Foundations, UNI, Cedar Falls, IA by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008
Grant Request Package Contents:
- Request for Performance Assessment System Funds Cover Page
- Action Plan
- Budget

2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.

3. Institution will be notified of a grant award by May21, 2008

4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.

5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.

6. Payments cannot be released until a contract is fully approved with all signatures.

7. Institutions should not incur costs before a contract is approved and plan accordingly.

8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.

9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.

10. A Final report must be submitted with an invoice by December 15, 2009

11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software.   Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I.   Context
Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

We currently have approximately 140 teacher candidates in our program. Below is a table from our recent IR that displays the number of students graduating with various endorsements in the last 5 years.

Table 1.1 Endorsements Offered & Number of Students Graduating with Endorsement

End. #	Endorsement Name	'02-03	'03-04	'04-05	'05-06	'06-07
102	Teacher – Elementary Classroom – K-6	9	9	9	13	19
142	Mathematics – K-6					1
144	Music – K-6					
148	Reading – K-6	8	9	9	13	17
260	Instructional Strategist I: Mild and Moderate – K-6		2	4	5	11
120	English/Language Arts – 7-12			2		1
143	Mathematics – 7-12					
149	Reading – 7-12					
157	Social Science – American Gov. – 7-12				1	
158	Social Science – American History – 7-12			1	1	
166	Social Science – World History – 7-12			1		
168	Speech Communication/Theatre – 7-12			1	1	1
186	All Social Science – 7-12					2
262	Instr. Strategist I: Mild & Moderate –7-12			1	1	1

144 & 145	K-12 Music			2	2	2
146 & 147	K-12 Physical Education					1
101	Athletic Coach	1	3	4	11	11
151*	Science - Biological – 7-12					
151 & 152*	Science – Biological & Chemistry – 7-12 *The secondary Biological and Biological-Chemistry endorsements are in the process of being completed.					

We currently have four full time (FTE's) and one part time professor as well as an administrative assistant who works for 30 hours a week and an interim chair for this year. One adjunct faculty and three student teaching supervisors are also involved in this program. Some of the unique features of our program include the following:

- We are a relatively new program in a relatively small college
- We are small and wear several "hats" (professors have multiple responsibilities)
- Because we are focused on "growing our program" our resources are directed toward that end and this additional support will help us to upgrade our candidate and program assessment.

Summary of first year of work:
Waldorf College developed its database to track student achievement over time. It included program standards and benchmarks, information about clinical placements and student data regarding program expectations and requirements. We have now determined that we need to enter more detail on a ST evaluation instrument than our current database will allow and we need to alter the program to accommodate this detail. We also need to turn our focus from candidate assessment to program assessment and this grant request would facilitate the discussion, work sessions and supports necessary toward our work in that area.

II. Project Narrative (1-2 pages describing how you will use the funds) A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award.   Your timeline for grant activity should not extends beyond December 15, 2009.

With previous TQE funding the Waldorf Education Department put a data base in place to aggregate information pertinent to teacher education admission and student teaching applications. Clinical evaluations from cooperating teachers has been entered for the last 2 years and student grade information for minimum performance is entered an available. Access to this information has greatly enhanced our advisement of students and alerted us to tasks that students need to accomplish as they move through the program.

Candidate assessment data, important for determining candidate performance, would also be an important piece of our overall program assessment. Our previous plan was to begin entering INTASC Prinicple data from various courses during 2007, but a change in leadership and preparation for our state site visit did not allow us to move forward with that goal.

The need for a unified program assessment plan became obvious to the department as we worked toward our site visit. Barry Wilson from UNI met with us prior to the development of our program assessment plan and he also came following our site visit and gave us some insights as we finalized our plan. The funding of this TQE grant would allow us to continue the work of developing quality indicators for determining the effectiveness of our program. The department also decided that we need to develop surveys that can be used for our indirect measures. (See attached Program Assessment Plan.)

The TQE grant funding would allow us to accomplish the following goals in support of our overall assessment plan:

1. Making student teaching data accessible so that we can make program decisions. We would like to reassess our student teaching evaluation tool and then prepare our database for entry of this new tool. Our database program will need alteration in order to accept rubric criteria detail. This request for funding would allow us to have the necessary conversations about our tool, adopt it and alter the data base program to allow for acceptance of our student teaching data. It would also allow for training on data entry and report access. We have also determined that we need a station in our suite that is dedicated to data entry. Our current computer tower does not adequately support this task and we are requesting a new tower to better facilitate this process; we have learned over time that some of the data entry can be accomplished with student workers and having an upgraded station available in the suite will support their "data entry" work.

2. Collecting indirect information about our program effectiveness from various audiences. We need to develop survey instruments/ measures for collecting information about our program from various audiences (recent graduates, capstone students, cooperating teachers, and recent employers).

3. Data Analysis: we will need to then collect and analyze the data and make program decisions.

4. Analyze program assessment plan in light of the college plan for portfolio assessment. Waldorf College is investigating the use of portfolios as part of the overall assessment system. It will be important for us as part of the education department to stay abreast of this change and develop a portfolio system that serves the purposes for both our department and that of the college.

III. Action Plan

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
1. To have accessible data from the adopted student teaching evaluation instrument.	Purchase tower for suite computer data entry station. Hardware and software	Put station in place.	Director of Academic Technology	June/ July	$2,000.
1. Review Student Teaching evaluation instruments and adopt the tool we want to use.	Evaluate our current ST evaluation tool in light of IDESTE and other alternatives	Research, review, evaluation tools and make a decision about which to use	Professors	August/ September '08	1 day 5 professors @ $200. each $1,000.
1. To have accessible data from the adopted student teaching evaluation instrument.	Modify the database so that it can accept the information that we want to enter.	Modify the program.	Programmer	October '08	None
1. To have accessible data from the adopted student teaching evaluation instrument.	Prepare student workers for data entry	Train student for data entry on new tower	Administrative assistant and student worker.	November '08	none
1. To have accessible data.	"Comparative Report" making and accessibility	Train Professors on how to create comparative reports	Administrative Assistant, and Professors	December '08	Professors ½ day @ $100. each $500. Training fees $40.
2. Collect Indirect Information about program effectiveness	Develop Surveys for recent graduates, capstone students, cooperating teachers, & recent employers.	Develop Survey Instruments	Professors	November '08	1 day @ $200. day each $1,000.
2. "	Administer survey instrument	Mailing, calling, focus groups (time/mileage)	Chair, Administrative assistant, & Professors	January '08 and April'09	$500. (postage and mileage)
Brainstorm questions for creating "Crystal Reports"	Develop a framework for pulling together the basic reports necessary for informing the program	Develop questions & "Crystal Reports" that can later be "refreshed"	Consultant and professors	January '09	Professors ½ @ 100. each $500. Consult. $10./hr. $40.
3. Aggregate Data and prepare reports	Prepare reports for analysis	Create Reports & Summaries	Administrative Assistant	January / February '09	none
3. Analyze data	Analyze direct and indirect	Meeting for analysis of data	Department Chair and	February '09 and May '09	½ day @ 100. each $500.

	measures for program effectiveness		Professors		
3. "	Assess the usefulness of the tools created.	Analyze information and assess questions used for revision.	Professors	March'09 and August '09	½ day @ 100. each $500.
4. Analyze the program assessment plan in light of the larger college's plan for portfolio assessment.	Coordinate the college wide system for portfolios with department plans for portfolios.	Site visits to other schools, research on use of portfolios and conference attendance.	Academic Technology Admin., Department	May '09	Travel $2,000. Lodging $1,200. Expenses (meals, etc. $600.) Training fees $1,000.

IV. Sustainability Plan. Write a clear succinct plan (1 to 3 pages max) for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.

How this work will support our efforts in meeting the requirements of Chapter 79:
There are various sections of our recent IR that will be supported by the resources from this grant:
79.13(6) Environments for clinical practical practice shall support learning in context, including:
Collection of data on placements and the accompanying evaluations will support our work in this area. The "comparative reports" and "Crystal Reports" will allow us to track past placements for students and the effectiveness of those placements.

79.13(8) School and college/university faculty shall jointly provide quality clinical experiences for practitioner candidates. Accountability for these experiences shall be demonstrated through:
The placement coordinator will use the information on previous clinical placements when placing students for clinicals to insure that there are a variety of placements (teachers and levels).

79.13(8) School and college/university faculty shall jointly provide quality clinical experiences for practitioner candidates. Accountability for these experiences shall be demonstrated through:
e. Use of a written evaluation procedure with the completed form included in candidates' permanent records.
The collection of data on our ST evaluation instrument and our entry of that data into our database will give us access to information on our candidates and inform program improvement. It will allow for us to utilize assessment information from college supervisors and cooperating teachers.

79.14(256) PRACTITIONER PREPARATION CANDIDATE PERFORMANCE STANDARDS ASSESSMENT OF CANDIDATE KNOWLEDGE AND COMPETENCE
79.14 (1) Candidate Knowledge and Competence
(a) Knowledge, skills, and dispositions: Candidate for teacher and other professional education personnel roles in schools shall be expected to develop the knowledge, skills, and dispositions identified by the profession and reflected in the national guidelines for the appropriate field, including methods of teaching with and emphasis on the subject area and grade level endorsement sought.
Collection of student performance data and the evaluation of this data will give us insights into our teacher preparation program and inform program decisions. It will allow us to better monitor candidate attainment of program requirements.

79.14(2) Candidate assessment and unit planning and evaluation.
a. The performance assessment system for teacher and other professional school personnel candidates shall be integral part of the unit's planning and evaluation system.
We have been focused on candidate assessment as individual instructors, but pulling together this information collectively into one data base and our analysis of this data will be critical for determining the success of our program.

e. Information on performance of teacher and other professional school personnel candidates shall be drawn from multiple assessments including but not limited to, institutional assessment of content knowledge, professional knowledge and its application, pedagogical knowledge and its application; teaching and other school personnel performance and the effect on student learning, as candidates work with students, teachers, parents, and professional colleagues in school settings; and follow-up studies of graduates and employers.

79.14 (4) Document the quality of programs through the collective presentation of assessment data related to performance of teacher and other professional school personnel candidates and demonstrate how the data are used for continuous program involvement. This shall include:

1. Evidence of evaluation data collected by the department from teachers, administrators, and other

professional school personnel who work with the unit's candidates. The department shall report this data to the unit.

The indirect measures will support our work toward collecting data from our graduates and employers. We hope that these surveys will be useful in the "odd" years in conjunction with state data that will be available on the "even" years.

Sustainability of this Plan
The unit and college are committed to improving teacher quality through the use of these funds. Access to information for good decision making is key and this will allow us to facilitate the conversations about what is most important in our program and what we should be collecting. Funding will then allow us to get a "jump start" on collecting the necessary information. Once these pieces are in place we should be able to sustain this work. Tweaking and making changes will be necessary, but the necessary framework (which requires the most resources) will be in place.
The unit is prepared to maintain this work in the following ways:
- Data Base Support fee MSDN license/ remote ($1,039. total annually)
- Administrative assistant and student worker support for continued data entry.
- Professors and administrative assistant will modify indirect measures as necessary.
- Continued collection of indirect data (postage, etc.)
- Maintenance of hardware and software purchased (support from the college IT department)
- Staff time for creating "comparative and "Crystal Reports" as needed
- Staff time necessary to continually evaluate and modify the pieces in our program assessment plan

V. Budget Requests

Personnel		
Wages Professors @ $200./ day		**$4,000.**
Expenses (Travel, Meals, Lodging)		
Professional Services/Professional Development		
Fees (training) (consultant fees)		**$1,040.** **40.**
Expenses (Mileage, Meals, Lodging, Room Rental)		**$3,800.**
Hardware/ Software		**$2,000.**
Supplies and Materials		
Phone/Mail (for indirect surveys)		**$500.**
Other – specify:		
Other – specify:		
Total		**$11,380.**

VI. Budget Narrative: Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to $20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

The budget has been developed to cover costs for Phase IV of Teacher Preparation Program electronic data collection system. Primary costs include: hardware and software. Additional costs include release time for staff to work on various aspects of instrument development and implementation of our new program assessment plan.

Hardware and Software

Both the hardware and software needed will be purchased through our IT department by our Academic Technology Administrator, it will be networked with our current system and provide us with a work station for data input by student workers. The IT department will purchase the required operating platform and software.

Faculty Release Time

We have professors and are requesting a total of 2 full day sessions and four ½ day sessions @ $200. / day each for a total of $4,000. This will give us time to research and select an effective ST evaluation instrument, develop indirect instruments, analyze data, analyze the effectiveness of our adopted tools, and receive training in using the database to develop "comparative reports".

Professional Service and Development

This will provide for training from our administrative assistant for two half day sessions (4 hours) at $10./ hour for a total of $80.

It also allows for us to research the possible avenues for e-portfolios and implementation of a portfolio system in conjunction with our program evaluation piece. The college itself is moving forward in this discussion of portfolio assessment and we want to insure that we have the data necessary to link our total candidate and program assessment piece into the selection of a portfolio assessment system. The $4800. allows for us to research, attend conferences, visit colleges, and receive training in an e-portfolio system.

Mileage/ Postage

We will need to collect data from graduates and employers in order to make inferences about the effectiveness of our program. This will support the collection of this data through mailed surveys and possibly focus group interviews. It would support focus groups by providing mileage for Waldorf faculty to facilitate the regional meetings and collect qualitative data.